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JOURNAL of EDUCATION

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CONTENTS FOR JANUARY 14, 1929

EDITORIALS:—
Frills and Thrills 31
A Bit Personal 31
Five Millions a Day 32
Johnson of Winthrop College 32
To Examine "Exams" 32

BELDING'S PAGE 33

INCREASING THE PUPIL'S VOCABULARY 34
By Ella Bailey Babson

EDUCATION AS A NATIONAL ASSET 35

ASSEMBLIES STIMULATE CLASSROOM WORK 36
By Thomas H. Kenworthy

THE HARVARD SCHOLARSHIPS IN FRANCE 38
By Edna Hayes Frost

LOVE 41
By Arthur Dean

SCHOOL PROBLEMS 42

CHARACTER CHATS 46
By Joseph B. Egan
Proverty—I 46
Poverty—II 46
Poverty—III 46
Poverty—IV 46
Poverty—V 47

TRUE WORTH (Poem) 47
By Alice Cary

EDUCATION IN ACTION 48

TREND OF THE TIMES 50

THE BOOK TABLE 51

GRINS BETWEEN GRINDS 53

MY SLICE OF HUMANITY 54
By Alice E. Day

THE MODERN MAN (Poem) 55

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EDITORIALS

Frills and Thrills

THERE have always been frills in education, religion and other popular appeals. They need no definition, for they display themselves as definitely as do flappers and jazz. The distance from frills to thrills is as great as from the place below to the place above in the old theology.

There are many more thrills in public schools today than ever before. The whole spirit of achievement is one succession of thrills. There is no thrill equal to that of personal intellectual achievement.

A sportsman gets no thrill from any game that is tame. The greater the need of intellectual keenness to meet the alertness of the game, the greater the thrill of success. Men go hundreds of miles to the Penobscot River when the season opens, spend morning after morning in water almost waist deep so as to get the first salmon, but when three have been caught there is no sportsman there for another year.

There has always been a thrill for keen students, but since 1920 there have been developed many thrills all along the line, and this is the chief cause of the growth of high schools.

Preparation for college today offers thrills to four times the intellectual range of a few years ago, consequently four times as many students meet the college requirements.

A Bit Personal

I HAVE lived more than one-fourth of the time from the landing at Jamestown in 1606, and this fourth has been almost infinitely more significant to America than the other three-fourths.

One tenth of my life has been since 1920, and this tenth has seen more achievement in every way than the other nine-tenths. There is no way to specify the educational transformation in the past eight years.

There is certainly no way to estimate the im-

provement in anything and everything since 1865, since 1875, since 1890, or since 1900.

Five Millions a Day

FIVE millions a day on beauty parlors? What of it? Whose business is it?

One group of persons ridicules that because "good roads" are more important! Another group is greatly concerned because the schools are more important! Everybody who wants taxpayers' money compares the cost of cosmetics with his pet tax need.

Every one has a right to express any opinion he pleases as a propagandist, for no propagandist is expected to be held down to truth or common-sense, but as an ardent champion of public money for public schools we protest against any such foolish line of argument.

How much public money would be voted for cosmetics? Until public money is voted for soda water for the public, or candy, or cigars, there is no argument for good roads or schools in such statements.

Individuals have a right to spend their money as they please, unless the expenditure is a public menace. We make no friends for good roads or better schools when we meddle with the financial affairs of individuals.

Motorists of the United States spend more than $5,000,000,000 with service stations and repair shops.

Johnson of Winthrop College

THE death of President David Bancroft Johnson of Winthrop College, Rock Hill, South Carolina, is as serious a loss to American education as any that has been experienced in many a year.

Although he has not had his usual vigorous health for some months he functioned professionally and officially to the last days of life. He was in attendance upon the Boston meeting of the Department of Superintendence in February, and no one was more alert in appreciation of everything and everybody than was he. No one at the Boston meeting has functioned as wonderfully for half a century as has he.

Winthrop College was in the fullest sense his creation, and there was never an hour from the day of the first class in teacher training in the Atlantic South at Columbia, South Carolina, to the wonderful demonstration of efficiency at Rock Hill when he passed to the life beyond that it was not his thought and devotion that conceived the ideal and created the laboratory, library, and everything else that produced an unrivaled scholastic professional institution for the Americanization of the twentieth century.

There is no nobler monument to any educator whose activities linked the famous transition from the two restless decades that closed one century to the three thrilling decades that are ushering in the most wonderful century of all time, than that of Dr. Johnson's creation, Winthrop College of the Atlantic South.

The National Council of Administrative Women in Education will maintain headquarters at the Statler Hotel, Cleveland, from Saturday morning, February 23, through Thursday, February 28, from 10 o'clock in the forenoon until 10 o'clock at night. All administrative women and their friends are invited to use this as a social meeting place during the meeting of the Department of Superintendence. Administrative Women of Cleveland will act as hostesses during this time.

To Examine "Exams"

EXAMINATIONS! What shall be thought of them? Has the ubiquitous intelligence test spelled their overthrow? Or were they doomed to extinction anyway?

What is good about examinations? What is bad about them? Are they a necessary evil? Are they no evil at all but a vital aid in the educational process?

Do most pupils despise examinations? Do most teachers love to prepare them? Would they prefer to have some one else prepare the tests for their pupils to take?

Of what use are examinations?

A number of thoughtful school people have been asked by the Journal of Education to lead off a discussion of this whole theme of examinations. Next week's issue will contain the first papers in a symposium which, it is hoped, will draw responses from many readers.

"What value do you attach to examinations?" is the precise wording of the question. A cross section of professional opinion should help to straighten out the general perplexity and to explain why the widest divergences of practice prevail in this matter of formal tests.

Journal readers are invited to contribute their views in this weighing of examinations.

Dean William F. Russell of Teachers College received for the college in the first year of his administration $680,950. This suggests both opportunity and responsibility for the initial year of a college administration.

Belding's Page

TROUBLED TAPES

IN SCHOOLS which have an electric clock system, with automatic ringing of bells for the change of classes, a punched paper tape usually controls the bells.

If this tape could think, what strange conjectures would run through its head, as it noted the many times its regularity is set aside!

Assembly periods are a primary cause of irregularity. Some special program, some long-winded visitor, upsets the schedule for the entire day. The tape is switched off and bells are rung by hand—somewhat the less punctually, because the ringing is usually automatic, and no human hand has the ringing habit.

Holidays are forever coming along to give the bell tape a rest. And the day before the holiday the session must be cut short. That occurs so often that an auxiliary tape is likely to be in readiness to do the ringing.

All of which amounts to nothing if it affects the tape only. If it affects the work of the school detrimentally—that's another question.

Schools cannot be run by automatic bells at all times, under modern complex conditions. But some tapes work harder than others.

UNDERGRADUATE FAILURES

SOON will come the annual weeding out of undesirables by the colleges. Bill and Jane will return home after the midyears, announcing to a skeptical circle of friends that they "didn't care for college after all."

The failure rate in our colleges is rather appalling. Approximately half of those who enter as freshmen are lost before graduation. Part of these do actually drop out of their own accord, for economic or other reasons. While this may be deplorable, we should recognize that one or two or three years may be the proper limit for some who go to college. And part of a course is better than none, if the student has been able to profit from it.

The percentage of failures in the elementary and secondary schools has been reduced greatly. This must mean that some students are handed along to college who ought not to be. Our lower and higher systems of education do not articulate perfectly by any means. In crossing the gang-plank between school and college, some will inevitably fall into the water. But the number should be kept smaller than it is.

The college must acquire greater skill in selection of its students—where selection is permitted. But selection is not everything. The tragic event is the failure of some boy or girl who apparently possesses all the qualities essential to undergraduate success, yet stumbles and falls, and is left neglected by the wayside.

Admittedly it is a tough problem for the colleges to teach independence while also keeping a guiding hand upon the student. But the problem is capable of solution; in fact, demands solution. Better teaching, with more personal contact between students and professors, would be efficacious in the prevention of undergraduate failures and many undergraduate mistakes which are serious, though they may not lead to dismissal or withdrawal from the institution.

If this means that some of the faculty will have to be excused from writing books, serving on committees and wandering about the country on lecture tours, the country will try to put up with the deprivation.

Youth must be the prime consideration in colleges, as childhood is today in nearly all schools below college grade.

TEACHER STEPS OUT

NO DOUBT there are teachers who can leave the room for a while and return to find their pupils in perfect order. But these are mostly the teachers with heavy footsteps—audible from afar.

One teacher enthusiastically described to her class how beautifully a certain previous class behaved on an occasion when she was late in arriving. The listening pupils grinned. They had their theories.

Every principal knows, however, that there is a vast difference in the effects caused by the absences of different teachers. Some teachers do almost seem to have woven a magic spell around their pupils, so that mere absence from the room hardly matters. In the cases of other teachers, the moment they step forth pandemonium begins and it lasts until they return, perhaps longer. Search for the reasons might reveal a contrast in the method of control ordinarily employed by the teachers. Where discipline and order are conspicuously sought, as if they were ends in themselves, the withdrawal of the teacher is like the lifting of a lid. Pupils act as if they had suddenly been released from bondage. They exult in their unexpected liberty.

Where teacher and class are working in close harmony and understanding, with reasonable orderliness taken for granted, no violent reactions are experienced when the teacher leaves the room.

Anson W. Belding

Associate Editor

Increasing the Pupil's Vocabulary

By ELLA BAILEY BABSON

Pigeon Cove, Mass.

EACH hour of the day and each pupil intrusted to our care presents a new and a different situation. There are certain problems common to all and in their solution we may be helped by the experience of our co-laborers.

My greatest problem in the schoolroom is to find ways and means of giving boys and girls a vocabulary sufficient for their needs. Whether pupils are interpreting the printed page or giving expression to their own thoughts, words are the "blocks with which they build." There are more than 300,000 English words, a far greater number than in any other language. Pupils should be trained to find the best word for a specific use. They should have a vocabulary which will allow them a choice of words which will enable them to express their thoughts clearly without tiresome repetition. They should understand the meaning of many more of the words used by others. They are helped in the preparation of lessons by just the degree in which they can use and understand oral or written English.

We hear much in these days about the minimum essentials required in various subjects. What are the minimum essentials for the vocabulary of eighth-grade pupils, and how shall they be acquired? Plainly these boys and girls must be able to interpret their textbooks without undue research for the meanings of words. Otherwise they will lose interest in the subject they are studying.

Pupils must know how to tell and to write about what they have learned in order that the teacher may have a record of progress. They need constant help in finding language for expressing their ideas. Learning the meanings of words for which they have no immediate use will not help them to have at their command the right word at the moment it is wanted. They should learn new words, but never apart from ideas or things. The greater the number of words acquired in their general study the greater will be their ability and their desire to read outside of school. Such reading will lead them to a wider knowledge and broader field of enjoyment. A limited vocabulary will keep them within the confines of reading which can be interpreted through that vocabulary. With a richer vocabulary, reading to acquire knowledge and reading for pleasure will be so interwoven that pupils will not know where the one leaves off and the other begins. Acquiring knowledge will be in itself a pleasure.

The pendulum is swinging back to the study of grammar, and without doubt definite application of its simple rules will help in the active use of the pupil's vocabulary.

In making use of vocabularies for written work, knowing the correct spelling should be coincident with knowing the word itself. Knowing from what source a word is derived and grouping other derivatives from the same source fixes not only the correct spelling in mind, but also the correct meaning and use of words so studied. Suppose the word "associate" occurs in a lesson. Without any formal study of derivatives we find "association," "associative," "sociable," "social," "socialism," and "society." Illustrate their meanings by employing them in simple sentences, and we have taken a long step toward our double objective. Classifying words as synonyms, antonyms, and homonyms will help in both these ways.

There is no better way to enrich one's vocabulary than by reading the best literature selected to meet the reader's intellectual development. Teachers should choose wisely, making sure that each story or poem deals with concepts familiar to the class. At the same time the thought should not stop with the pupils' present experiences either of actual life or of the imagination. Rather let each selection tell of a world yet unseen; or reveal motives above the children's present moral standards; or open their eyes to the undiscovered beauties of some familiar object in nature. The main point is not along what line nor in just what way, but that our pupils be led onward and upward lest, having no new experiences, they will have no need for new words and hence no incentive for acquiring them.

In composition-work dictation is of great value for increasing a pupil's word-capital. The paragraph dictated should be a complete, interesting account which should be explained previous to the dictation. Corrections should be made at once, while the interest is alive, and pupils should not be asked to rewrite except as a penalty for extreme carelessness.

Précis writing is an exercise of the highest value in vocabulary building. Matter that is to be so treated cannot be read hurriedly or thoughtlessly. Each word must be scanned letter by letter to get its individual flavor. To follow such reading by putting the gist of a paragraph into two or three sentences demands ability to use words that will fit. I confine this work to the treatment of short paragraphs and simple poems, often to but one stanza of a poem.

The study of history and geography requires in-

stant understanding of many words; and rightly pursued this study constantly adds new material to the pupil's present equipment at the same time that he is increasing his knowledge in the subjects themselves.

In order to gather facts from the printed page a pupil's knowledge of words must be twofold. He must know their meanings individually and in their relations to other words. He needs such knowledge even more to get facts from oral instruction. In these days of the radio, learning by listening has taken on a new importance, assuming that the knowledge broadcasted is worth acquiring.

Before a word is of much value to a person it must represent to him a clearly established idea. He must be able to seize its exact meaning in the environment surrounding it. Conversely, he needs to have each word ready for his own immediate use in just the right place, and with its particular shade of meaning.

As teachers we must plan our work to meet this dual need. Since words are only symbols of something real, we should relate new words to words that are already a part of the child's conscious vocabulary. Shall we work only through other lessons to increase the total number of words which a pupil may call his own, or shall there be lessons with this end as their chief objective? The answer is both. Devices with the specific aim of increasing a pupil's vocabulary will be found a valuable aid, if rightly employed. Whenever possible such exercises should spring directly from regular lessons.

Drill on familiar troublesome homonyms by using them in sentences and by calling attention to them as they appear in general study.

Give pupils a list of words varying in number according to their difficulty or the length of time allowed and ask them to find each word in some reading, either outside of school or in their textbooks. They must copy the sentence where the word is used and tell exactly where they found it. "I found it in the story of 'Timothy's Quest,' page 45 of the copy in our library. It means . . ."

Select a noun and ask for as many adjectives as will suitably describe whatever the noun represents. "See who will find the most adjectives appropriate for use with each of these five nouns before we recite tomorrow." Follow the same plan with verbs and adverbs. These two exercises are especially worth while as a preparation for composition-writing. Give a noun and a verb that you know will be used in the themes you are going to have them write next week.

Encourage students to keep lists of words showing their individual progress in adding new words to their vocabularies, and give extra credits for the longest list; for the best sentences illustrating the use of their newly found tools; or for the neatest lists. It is better to give credit for several things so that even the slow and the dull may win recognition for work conscientiously done. Create a desire on the part of each pupil to own a dictionary and use it. Urge upon each the necessity of never letting an unknown word pass. If you can put this in the light of a challenge which pupils will be eager to accept so much the better. As their mental development increases, pupils will work out their own plans for becoming rich in words, but in the grades most of the work must be done under direct supervision of the teacher. Any method is justifiable which will stimulate pupils to make definite efforts toward adding consciously to their stock of words.

Teachers must be the standard-bearers, preparing our work in such a way that we shall use the best words in presenting a subject, using words which are new to the pupils, yet by their association will be readily understood. We must aim constantly at improvement in our own diction and choice of words. The real labor of teaching lies in creating for our pupils lofty ideals and in holding them to these noble aims by every means in our control.

Education as a National Asset

"No nation in the world's history has so devoutly believed in and so deeply pledged itself to free, universal education. In this great experiment America has marched in advance of all other nations. To maintain the moral and spiritual fibre of our people, to sustain the skill required to use the tools which great discoveries in science have given us, to hold our national ideals, we must not fail in the support and constant improvement of our school system."—From an address by Herbert Hoover delivered before the Department of Superintendence of the National Education Association, Washington, D. C., February 25, 1926.

Assemblies Stimulate Classroom Work

By THOMAS H. KENWORTHY

Principal, Springfield, Mass.

FOR some years we in the elementary schools have been trying to make the process of passing on the social inheritance, insofar as we are responsible for the task, as pleasant as possible for both pupil and teacher. To do that, we are all agreed, I think, that the first requisite is to gain the interest and enthusiasm of the child. We will agree also that he learns more readily by the experiences in which he has an active part than where the experience is a mere passive acceptance of information however valuable that information may be. Hence our schoolrooms appear iike workshops; veritable hives of purposeful activity. Pupils are busy trying to visualize more clearly and to make more real to themselves, through constructions and drawings, through dramatization and supplementary reading, the more or less hazy knowledge which comes to them through their texts and from their teacher.

One of the great aims of all our new curricula is to make school life touch real life more naturally and more completely. Our social studies course which we are making the core around which much of the other work is built furnishes an excellent opportunity and a wealth of material for an approach to much of this useful knowledge that we are trying to transmit. Call it project work, an activities program, or what you will, it is making of the elementary schools a real humane institution rather than a foundry where all brains are cast in the same mould, or a bottling plant where each little skull must be filled to the same mark with exactly the same solution.

One of the great stimulations to fine accomplishment on the part of children as well as adults is to have someone see and appreciate what they have done. So many good things, so many clever things were being done about our building, we concluded that they ought to be shared, so we began building our assembly programs around our regular classroom work, or, it might better be said, that we began exhibiting our regular class work in the assemblies. This has given us a real reason for holding assemblies regularly. It has furnished just the outlet for the enthusiasm developed in the classroom work, and it provides a special incentive for extra endeavor by the children to develop clear and expressive speech, a retentive memory and sufficient poise to assure them a part on the program. In all the time we have been following this method we have never heard of a single child who was not eager to take part, and I believe that there is no subject in the whole curriculum with the exception of penmanship that has not had a place on the programs. Teachers and children are so resourceful in devising new schemes for putting over a lesson that some day we expect to see a writing lesson put on in some dramatic form.

Children are allowed to take the initiative to a great extent, and the teacher remains in the background as much as possible. In the upper grades small groups go to the assembly hall unaccompanied by their teacher to drill and rehearse each other. Stage setting, scene shifting and all announcing is done by the children.

A description of some of the programs that we have had on Friday afternoons may be the best way to show how our scheme for motivating the curriculum works out.

Speaking of initiative, just the other day a little girl informed me that she and her friend were writing a play for assembly, and asked me if they could put it on. Of course I agreed, if their teacher approved. The class had recently visited a local bakery, and the so-called play centred around that experience. It consisted chiefly in the stage being converted into a classroom, a judge appointed and a prize offered to the one who told the best story about the trip. So good were all the reports and so completely did they cover the subject that the judge was unable to pick a winner, an outcome, no doubt, foreseen, so the prize was divided. It proved to be a box of sugared doughnuts. The award seemed to be in every way satisfactory to all except the audience, for there were enough doughnuts to supply the class only.

The Sight Conservation class was studying transportation and communication. A unit on the mail service was of particular interest. After visits to the post office and to the railway mail department at the station they constructed on the floor of their room a model of the Springfield post office, and also models of various means of conveying the mails, from the ancient Assyrian runners to the modern airplane. Next they made a map of the world, eight feet by twelve feet. (These children have to do everything in the large.) The continents were enlarged cutouts highly colored and mounted on broad pieces of pulp board spread out on the floor. By the aid of their teacher they made an extensive collection of letters from the different parts of the world, as well as some old letters that were sent before the use of stamps, and still others recently sent by air mail. The next move was to devise something that they could put on the stage to show the rest of the school what they had learned. One member said: "Let's write a play," and at once all

were eager for it. Their play featured a small boy who is away from his home in New York for the first time in his life, visiting his aunt in Springfield. Everything seems strange, and not until he sees the postman and finds that he looks just like those at home does he feel contented.

He makes friends with this postman, and learns from him all about how the Federal Government conducts the biggest business in the world, and at the same time learns other lessons of moral and civic value from this public servant of Uncle Sam.

One day a letter arrives from Europe giving the aunt an opportunity to tell the boy and his playmates about the difference in the cost of sending mail to foreign lands, and of the various stamps used. Now the big map, which has been mounted and set up at the rear of the stage, comes into play. They have rigged it up with Christmas tree electric light bulbs. When they turn on the light some thirty places all over the world are lit up, and these represent the countries from which their collection of letters have come. The aunt points to these places, and names them as she distributes the letters to the boys, and calls especial attention to the different stamps upon them. Then one of the boys tells what he has read about King Sargon of Assyria, how he sent his messages by relay runners. Thereupon the boys want to play King Sargon. Four runners are quickly placed about the hall. The king is chosen and also the generalissimo of the army. After due obeisance is made to the king, the message is delivered to the general in fast time, much to the delight of the audience.

One of our sixth grade classes made quite a hit by staging a debate on the question as to which group of states was of more importance to the Union, the North Central or the Northeastern. Both sides marshaled such an array of facts in the form of maps, graphs, pictures, statistics, sample products, etc., to support their verbal arguments that there was little doubt left in anyone's mind that these children knew what they were talking about.

We divide our school into two groups for our assemblies, grades four, five and six coming together while the kindergarten and the first three grades join to make up the other group. In this way we can more easily fit the program to the audience. For the kindergarten and the lower grades dramatization is the long suit. Every story they read must be acted out. Boys particularly like to take animal parts, while the girls naturally prefer to be flowers, fairies, or golden-haired princesses. Not content with that, however, they have represented at different times a variety of objects of nature study from grasshoppers and dragon flies to beetles and back-swimmers.

The story of the three pigs was most vividly portrayed by a first grade with surprisingly meagre stage properties. A little straw, a few boards, and a pile of bricks answered for the houses, a high chair was the apple tree, but the clever way in which the little black pig got into a nail keg, and with it rolled across the stage to frighten the wolf made a very exciting episode.

Our 3-A grades study about people of other lands. Through their reading one class became much interested in the Pueblo Indians of Arizona. They saw the pictures and they read about many strange things. They decided to make a Pueblo village on their sand table. Interest and industry in the class was at high pitch for days and days. Their representation of the buildings was as true to reality as anything I have even seen produced. Not a detail seemed to be lacking in all the surroundings. But more than this, there did not seem to be a single detail about any phase of this Indian life that these children could not tell. Their religious beliefs, their social customs, their means of making a living, their reasons for building their community homes as they do, and all about their varied occupations, the climate, soil and rainfall was all a part of the knowledge, not of a few children, but of every child. They were completely saturated with Indian life. A visitor entering the room and asking a few questions was fairly bombarded with information that these children were anxious to impart. Drawings were all about the room, also plasticine pottery of all colors and descriptions. They could hardly wait for their day to exhibit it all. Their drawings, their pottery, their wonderful sand table, all had to appear on the platform where a group of the children, dressed in the real Pueblo Indian style, were engaged in the various occupations of the village. Still more of the touch of reality was added when a Springfield family, consisting of a mother, father, and little daughter, decided to visit Arizona. They boarded a train improvised from a long table with three chairs upon it standing in front of the platform and were soon off, amid the clanging of the bell and the puffing of an engine from back stage. In due time they arrived in Arizona. The curtain opened and they stepped into the Pueblo where a very accommodating chief conducted them about the village and a very cordial people answered the many questions asked by the visitors. They made numerous purchases of blankets, pottery and other souvenirs (this showing how well they could make change). Then as they were about to leave, the big chief invited them to stay to witness some of the tribal dances. The rain dance was the most impressive as it began with slow and monotonous cadence accompanied by a tom-tom increasing gradually until as the rain began to fall and the storm broke these little Indians worked themselves up to such a pitch of abandon that one felt that they had touched reality at this point at least.

But the question always arises, are your children getting what the elementary school is supposed to

give them, the fundamentals, the tools of learning? We believe that they are getting all this and much more. We are sure that they get more enjoyment because they have a keener interest in school, and yet their day is packed full of reading, writing, number, spelling, and language. The children find these things necessary in their business, hence they function one hundred per cent. But beyond this we believe that we are turning out youngsters more self-reliant, more self-confident, better prepared to take the next step because they have had the opportunity to develop their own special talents, to co-operate with their fellows and to meet real life situations.

The Harvard Scholarships in France

By EDNA HAYES FROST

(*Continued from January 7*)

American assistants in general have, soon after their arrival in France, noticed especially the lack of freedom and the comparatively small amount of time at the disposal of all young people for games and recreation. It has been the aim of certain *repetitrices* to encourage the playing of tennis, which is fast finding favor in France, as well as of games calling for team spirit. Others have given talks on the benefits of physical exercise and on hygiene. The assistant has usually been given absolutely free rein by her *Directrice,* who necessarily is always very much occupied with her administrative duties and has scarcely more than time for a friendly interest in the work as carried on in English.

The translation method is used in part by some teachers of English in France, and the pupils are given fairly difficult selections to translate into English. The following excerpts, taken from the papers of a private pupil, will show possible difficulties. "The Pedantic: Speak to him of the popular actor and he will din you of his knowledge. Do not converse with him of something else where his ignorance will mingle you. He speaks simply to make him admire of the stupid. At least has he read at haphazard and without discernment and his head, is it not empty as an empty toy bell?" "On the Respect of Tradition in England": "Till in the least village of England you would believe yourself, when comes Christmas, older of one hundred years, so much we still celebrate religiously not only the large Christmas feast, but the least familiar ceremonies, so much we stay bound to the old customs of the past time."

These difficulties should not be necessary, and the best way of avoiding them is the method whereby the pupil hears the forms correctly spoken (instead of simply seeing them in a book), and by association and repetition makes them his own. Examples were not wanting in France in regard to the English on post cards, menu cards and even on the programs of the opera in Paris, which showed the difficulties encountered in our language, by French translators. This would be a good field for work by English-speaking people trained in the translation method. Thus would be obviated such mistakes as "Switz Chease," and "The Jewishes were under the dominion of the Philistins." It is obviously easier for the rank and file of students to translate from a foreign language to their own than from their own to an alien tongue. The French language is doubtless more logical, especially in pronunciation, than ours, and surely more formal as written. Ordinary, everyday expressions vary greatly in the two languages. Because the French have one full set of idioms and we another, and because they approach the idea from such a wholly different angle, the would-be linguist of either race often finds himself in deep waters, even with the best of methods.

How many times have I inquired of English-speaking French friends, "How would you say 'thus and so' in French," only to receive the reply, "We don't say exactly that." Then they would give me the French expression nearest in meaning. Naturally, they sometimes find this same difficulty with English. This is one reason, I think, why some students who have not progressed beyond the stage of always thinking in their own tongue, can write a foreign language much better than they can speak it. They become discouraged if, while speaking, the accurate phrase in translation does not come to mind, whereas in writing, with plenty of time at hand and no impatient auditor waiting, it is merely a question of grouping, grammatically, words very well known, but which must be sent for, as it were. I speak from experience in this regard. As Professor Mercier says, "Proper and effective modes of combining words at the stimulus of the idea must be so firmly fixed with practice that the attention can be given wholly to the thought or content, with full confidence that the form will take care of itself. Repetition, variation, and free self-expression are the processes by which this ability is gained. Obviously this must include correct pronunciation."

It has been conceded by authorities and proved over and over that the ability to read a foreign language is a thing apart from the ability to write it, to understand it or to speak it. Different brain processes are involved. One eminent French professor goes so far as to say that the foreign student's ability to speak varies in inverse propor-

tion to the number of French books he has read. Could there be any more forceful condemnation of the translation method? This same authority thinks that a highly cultivated person has more difficulty in learning to speak a foreign language than does one with less education. The latter has less complex thoughts to express, a less acute realization of his limitations, and as a result, more assurance.

As to the understanding of the spoken word, hours of patient listening without fully comprehending what is said are necessary for the rank and file before the ability of fully grasping the meaning is acquired. My Superior understood this, as one of the first things she said to me was: "The girls must hear as much English as possible." But our English is not standardized; Americans speak differently, with many regional peculiarities, and the speech of almost all Americans, regardless of education, is different from that considered correct in London, Oxford, or Dublin. Besides variations in the pronunciation of certain words such as "been" and "again," an American finds that the entire inflection or use of the voice is different with the English, as well as the amount of attention given to certain syllables in long words. I was surprised to find that, for them, a shingle is a round pebble, a form may be a bench as well as a class, wheat usually means what we call corn, and the first floor of a house is the one above the ground floor.

Whereas we can usually understand our compatriots, more than one American has been puzzled here, as well as in England, by the speech of certain English actors and public speakers. And I should not be surprised if English people notice our American accent almost as much as do the French. It certainly cannot be considered strange if even slight variations in spoken English are enough to disconcert a French pupil. Americans who, understanding fairly well the French of Paris or Tours, have more difficulty with that of Toulouse or of Marseilles, can fully appreciate this fact. I have been told that a prominent school of languages rotates its teachers in order to accustom the pupils to various pronunciations and personal idiosyncrasies of expression. As to the question which vowel and consonant sounds are easier to understand and pronounce, French or English, that all depends on which are learned first, as one's native tongue.

The light duties required of the assistant in English allow her to visit many of the classes conducted in French at the school, and as a result to appreciate the thoroughness of the French educational system which has been described by one of the occupants of these posts as follows: "The country that produced a Rousseau does not administer lessons in the form of sugar-coated pills. Painstaking work is achieved by requiring a certain minimum of accomplishment, but that thoroughly masticated. The textbooks are of the précis type; they stress depth of knowledge rather than breadth. Necessarily classroom method is different from ours. The ordinary procedure is verbatim dictation of, say, the life and basic ideas of an author, amplified by reading of texts independently; then comes an oral quizz in which the students give back almost bodily the text previously dictated. There follow afterward thought questions which link up the lesson of the day with others already studied and which pave the way for those to come."

The schools of France are rigidly inspected, and the keenest competition obtains throughout the entire system of examinations, prizes, and degrees. Naturally this centralized scheme gains much in definiteness over that which aims at the individual development of the student. The teacher in France has at her command an apparently inexhaustible fund of information about her subject, be it history, literature, sociology, or science. This is oftenest prepared as a lecture, the material correlated and presented in the most definite and precise way possible. Discriminations, analyses, summarizations are made. Such thorough application and whole-souled effort of the teacher, such concentration of attention for periods of an hour on the part of the pupils, result in an attitude of remarkable seriousness called by one American assistant "the very atmosphere of work."

Let it not be thought that these lectures are dull. The material is habitually so well in hand that a conversational manner is often adopted and with some teachers there is very little recourse to notes. Sometimes, to add to the interest and variety, newspaper clippings of current interest are used as was done most effectively by *Madame la Directrice* at Orléans in teaching sociology. Often pictures are shown and illustrations are drawn on the blackboard. When the pupils are asked to recite poetry it is a pleasure to observe their nice adjustment of expression to thought, and when the *roles* of plays are assumed, the highest degree of sincerity of effort is demanded.

I shall not forget one delightful class period in the late afternoon when my Superior, a sympathetic and gifted woman who taught French and history as well as English, read to the first-year girls the heroic tales of Greece and Troy, explaining and interpreting tragic situations or brave endeavor, while in the fading light the pupils knitted or sewed on garments to be used for charity at Christmas time. Thus they accomplished practical and humanitarian work while listening to the words which were to transport them "to the realms of gold . . . that deep-browed Homer ruled as his demesne." I often felt that these pupils were indeed highly privileged to be under the immediate supervision of six, and influenced in lesser degree by as many more fine women, women of wide sympathies, high ideals and remarkable cultural

attainments. Certain of the pupils, at least, appreciated this; I often heard them express their affection for their school and for their teachers.

As may easily be seen, the pupils are not without fine models to follow in their practice teaching. The practice school is usually, although not always, in an adjoining building. At Orléans it was composed of three classes, the kindergarten which both boys and girls attended, and an intermediate and advanced class made up of girls only. On certain occasions each of the third year *Normaliennes* had to teach the advanced class, with its head mistress, several of her own *Professeurs,* and a jury of her peers, that is, all of her classmates in attendance. One can well imagine the impressiveness and importance of such an occasion. At the conclusion of the lesson her presentation of it was discussed point by point, in the absence of the pupils, of course. If it had dragged, had lacked in energy or spirit, interest or definiteness, these facts were mentioned by the teachers or the classmates who were often called upon to offer suggestions. No superfluous praise was given. The pupil who received commendation richly deserved it. The girls do much practice teaching of all three classes without such a large audience. Excellent in this work counts twice that in any of the regular studies, when the marks are made up, and so helps a great deal in obtaining good ranking which means a good position after graduation. I remember hearing the head mistress of the training school say of one girl who found English fairly difficult: "Her practice teaching is almost perfect," as indeed it was. Another was complimented upon her ability to read music. But excellence, to be commented upon, needed to be outstanding. The general average of the girl who was able to achieve "almost perfect" practice teaching made her the leader of her "*promotion.*"

Like the student teachers, the older girls in the practice school follow a full and varied program, *morale,* arithmetic, geography, reading, vocabulary, and elocution, writing, physical exercises and drawing one day; history, grammar, spelling, handwork, the metric system, mental arithmetic and science the next, with, perhaps, among a third day's studies civics, French composition, and singing. There were no study periods and consequently continual teaching was the result for the head mistress except when the class was conducted by one of the Normal School pupils. And of course she had to supervise that process.

Of especial interest is this subject called *Morale,* which is taught with success. This is ethics on a simplified scale, with, in addition, the exaltation of such virtues as loyalty, bravery, and patriotism; in short, an appeal to all of the finest of human qualities.

Of course adjustments must be made by any one who tries to live in a foreign country. From one of the most interesting reports in the files of the Harvard Graduate School of Education, I quote: "This is the summum bonum of my year in France. I saw not only France, but other nations, including my own, through French eyes, and the great post war problem of Western civilization fell into a perspective quite unattainable in the United States." Continuing, this appointee writes: "Let such care be exercised in the selection of candidates that every American *repetitrice* may be confidently recommended to the hospitality of refined French homes (the peculiar sanctity attaching to the home in France causes a characteristic hesitation to open it to strangers). Let an effort then be made, if in any way practicable, to assure to each one some contact with such homes, in addition to her school experience. By way of respectful emphasis upon this last suggestion, I may quote a remark made to me by a young French woman in Caen: 'I don't like the English,' she said, 'but I like the English whom I know.' It seems to me that these simple words point the way to the largest hope of the world today. That individuals of the various nations be given all possible opportunity to 'know' one another is a matter of more than individual significance. Such personal ties, encouraged and multiplied, should furnish the best guarantee against the disasters of international misunderstanding and friction."

(Continued on Page 43.)

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Love

BY ARTHUR DEAN, Sc. D.

A shadow across me. Straightway I was 'ware,
So weeping, how a mystic Shape did move
Behind me, and drew me backward by the hair;
And a voice said in mastery while I strove:—
"Guess now who holds thee?" — "Death," I said.
But there
The silver answer rang: "Not Death, but Love."

Thus Elizabeth Barrett, lonely, sick in spirit and body, responded to Robert Browning, following a time when he stole up behind her chair and passed his hand before her eyes.

And so she chose a great motive force of Life.

Are not young people constantly required to make choices? It may be a choice between honesty or dishonor or between two vocations immeasurably different or between happiness without things and things without happiness.

One voice says: "Do as others do." A master mind suggests: "Be thyself." A third tempter whispers: "But nobody will ever know." And another counsels: "But you know, even if the world doesn't, what you are doing and it's you who counts."

Elizabeth thought Disease, Despair and Death stood behind her chair. But Robert said Love, Liberty and Life. And Love won.

And when I hear the questionings of adolescents who are between the youngster that was and the youth that is to be, or listen to the doubts of oldsters whose life lies between the summer days of yesterday and the winter to come, I think of these sonnets from the Portuguese by Elizabeth Barrett Browning. Then I know the face of all the world is changed when we are caught up by love and work. A new sky is born over us.

In the closing days of 1928 we had been thinking of what a new sky would bring to us in 1929. There are the little ones who want mother to paint a pretty sky, fathers who are tired of murky clouds, teachers who want sunbeams, pupils who crave the warmth of understanding, young girls reaching into the emotional unknown, boys feeling the urges of love — and then that reserved and lonesome group of older Elizabeths and Roberts who sit amidst life's mysteries not knowing whether or not life is worth living or whether friends are true or even where friends are.

In my new born sky for 1929 there will be joy in play and work for youngsters, for youth the thought that life is a noble experiment in a Great Adventure, and for oldsters power to see in the setting sun happy remembrances which have warmed them during their day.

And to all youthful lovers who must choose between taste and cheapness, between spirit and body, between ideals and imitations, between faith and unbelief I blazon across the sky for 1929 Elizabeth's words to Robert:

"I love thee freely, as men strive for Right;
I love thee purely, as men turn from Praise.
I love thee with the passion put to use
In my old griefs, and with my childhood's faith.
I love thee with a love I seemed to lose
With my lost saints,—I love thee with the breath,
Smiles, tears of all my life!—and, if God choose,
I shall but love thee better after death."

To 1928 Ave, Vale.
To every youngster Everywhere,
To every parent, far and near
Happy New Year!

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School Problems

Edited by a School Executive

211. How many visiting days a year should a teacher have? (Delaware.)

As many as she needs. Her needs are the point on which visiting days should turn. Most of us need to visit good schools to keep up-to-date and get inspiration from seeing excellent teaching and organization. Then a teacher should be allowed to go a day now and then to see particular work in which she is interested but needs help or a line in which her principal or supervisor thinks she might profit by assistance.

Teachers who go on year after year without visiting schools, without seeing others attack problems similar to their own, and without checking their results with those of others in action make a great mistake. Books, magazines and good supervision all help, but they do not take the place of sitting in with another teacher on the job. That is the living situation.

One visiting a year for every teacher and as many more as her particular needs dictate is the answer to your question.

212. Should a school lunch room pay a profit? (West Virginia.)

No. It should clear expenses and that is all. It is a part of the regular school program and there is no more reason it should be a paying affair than the course in drawing or manual training.

It should be figured down to the last cent so as many children may have all the advantages as possible. School lunches are a big problem to large families of small means. As I see it the school lunch is a very important part of the health program, and should be under the direction of the nutritionist or domestic science teacher, who has had training in budgeting as well as planning menus, cooking and serving food. The business ability of the principal is an important factor in the business part.

213. From the viewpoint of world peace what do you consider the most important school subject?

The history-geography work is the most important when it comes to world peace. The two must go together. The way people live in different countries, how they think, feel and act as compared to ourselves with emphasis on our common problems and interests with civic deductions by the pupils make the most important subject we teach just as soon as our boys and girls get a crude working knowledge of the tool subjects. You may call this set-up of subjects, whether treated on a correlated or fusion basis, the social sciences or some other name, but name or handling makes little difference if our pupils get a real, living picture of the world as it is today, and some understanding of how we got this way. Commercial geography needs much more attention than it has received in the past and is one of our greatest contributors to world peace.

214. I find that less than half my teachers are taking any educational magazine. What can I do about it? (Maine.)

It would be a mistake to require teachers to take professional magazines, but every means of encouraging it should be used. Sometimes if the school department provides one educational magazine of a general nature per building it acts as an incentive to teachers to subscribe for those of a more particular nature relating to their grade or subject. Magazine clubs or combination offers bear advertising. They can be handled through the principals in principals' meetings leading out from a discussion to some plan on their part.

It is a good problem for the teachers themselves to take up in their Teachers' Associations. Anything that involves the teacher spending her own money is always more successful if handled by the teachers themselves. They may be willing for school officials to tell them how they shall earn their money, but they quickly resent any suggestion as to how they shall spend it and of course there is something to be said on that side. Put the problem up to the teachers themselves first and see what they can do with it.

215. What should we expect of a school doctor?

We should expect a school doctor to examine all the children often enough to keep track of their general health. In some places this is interpreted to mean once a year. In others once in two or three years. In the latter case children having any illness or suspected of any difficulty are examined more frequently. He should issue all necessary permits to return to school where the question of health is concerned. For this purpose and consultation of teachers he should have regular daily office hours.

He should be actively connected with all the school clinics, whether run by state or local authorities. He should sit in council with all the special health workers in the school system, and by his advice and guidance give them the benefit of expert professional opinion they can get no other way.

The number and extent of his duties depend somewhat upon whether he is a full-time or part-time school doctor, but in either case I fail to see how any of the above duties can be delegated to any one else.

The Harvard Scholarships in France

(Continued from Page 40.)

In another report is found the following: "I welcomed the opportunity offered by the Harvard Graduate School of Education through its foreign scholarships, to perfect my accent. Looking back after the lapse of a year, the main objective that once stood out so boldly now seems just one of many objectives. Or rather, the by-products of the year's sojourn abroad have been quite as worth while gaining as an accent. To be sure, one's accent does improve along with fluency. But these improve neither with the rapidity nor to the point of perfection once hoped for. The *repetitrice* will return a better linguist. But more important, she will have become a better citizen, broadened by a year's contact with an older civilization; filled with a reverence for the past because she has lived in the theatre of the past; and enriched by the manifold experiences of one who has steeped herself in the life and thought of another people. The girl who goes over with the intention to adapt herself to totally different situations but who goes with an open mind will find her year overwhelmingly worth while."

I think I may confidently say that none of the young women who have been honored with these scholarships have failed to recognize in the privilege of a year's residence in France an invaluable opportunity of "fostering international friendships," of gaining fluency in speaking French, and of seeing the beautiful monuments of the Old World. The last mentioned advantage is a cultural one, no different from that which many people desire and enjoy as tourists. Linguistic improvement is of great value to these teachers in their work as instructors of French after their return to America. And the privilege of knowing the personnel of these schools, their friends and the pupils and of living in a typically French atmosphere is truly one to be envied. One *repetitrice* sent with the first group bears grateful testimony to the fact that her *Directrice* appointed various members of the senior class to work with her for an hour each evening, and gave her kindly advice as to reading, theatrical performances, lectures and visits to other schools and institutions. Hours of work have been so arranged as to permit the assistants to follow courses at university centres. Days have been added to vacations, which allowed extra traveling and sight-seeing. And a sheaf of compositions, minutely corrected in red ink, which I still possess, shows the amount of work put by my Superior, an extremely busy woman, on whatever I found time to write. I know of no other way in which so many interesting and beneficial contacts could be made in France, in an environment regulated by charming people, whose cordiality and considerateness must indefinitely remain with us, a happy and a grateful memory.

A New Year and New Beginnings

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American Political Science Review.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Poverty—I

The philosopher picked up a green-gold beetle that crawled lazily towards the shelter of a rock. "Behold it!" said he, "What a treasure have I found! Men pay a thousand gold pieces for an ancient scarab with a body of ebony and wings of carved gold. This one is priceless because it can move its own legs and fan its own wings. Wealth, then, my friends, is not in ebony and gold, but in life, and that spirit is rich which has laid hold on the author of all life, the eternal God.

"Now all this tedious preamble reminds me of a story handed down from the old days,—a story of Al Sindhi, the rich one, and Mahout, the richer one.

* * *

Al Sindhi dwelt in a spacious house that overlooked a calm lake. In a central court where he loved to enjoy the calmness and coolness of the star-lit evening pink lotus buds opened on a quiet pool, side by side with the reflections of the stars.

Al Sindhi would watch them uncover their golden hearts. He would then sigh and wish that the lotuses were carved out of pale pink jade. "If these were but jade," he would say to Mahout, his faithful servant, "you could store them away for me in my treasure chest. Think of it, Mahout, a lotus of pink jade. Does it not make your fingers itch?" but Mahout, all the while he bobbed his white head in agreement, would feast his gentle eyes on the lotus bud and draw in a long breath as though seeking to catch a whiff of its ethereal perfume.

(To be continued.)

Poverty—II

"And the gold fishes, Mahout. Ah, what a shame it is that they are not carved out of real gold, with pearls for eyes and fins of pale silver overspread with the finest silk. These, too, Mahout, you could store for me in my treasure chests. Does it not make your eyes glisten to even think of such a thing?" but Mahout, all the while he bobbed his white head in agreement, would smile a little to himself as he watched the gold fishes dart here and there among the lotus buds.

Behind the spacious home of Al Sindhi stretched the vast fields where the busy wheat brought forth from the warm earth the golden grain to fill his granaries.

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Beyond the fields the forests purpled the hills where the stately trees brought forth olives in abundance to fill his great earthen jars with golden oil.

About the fields and the forests at regular spaces stood the hives, thatched with straw, where the busy bees stored up honey of such sweetness that it surpassed that of the Hyblean hills.

"Behold how the gods love Al Sindhi," cried the wise ones of the neighborhood. "His fertile acres never fail and his olive trees never are barren and his bees take even from the fields of his neighbors that which is sweetest and best."

But Al Sindhi was not content. Calling to him his faithful servant, he said: "Mahout, how many bushels of wheat?" and Mahout said: "Ten thousand." "And the gleanings, Mahout, have you seen to that?" "There is much poverty among the people," answered Mahout. "Little children show their ribs for want of food."

"Did I not forbid you to let the rascally people glean in my fields?" "Aye!" answered Mahout. "You forbade the fathers and mothers." "Well?" asked Al Sindhi. "I have let the children glean," answered Mahout. "Knave that you are!" cried Al Sindhi, "You will ruin me. Well is it written that a soft-hearted steward is an owner's lamentation. Run quickly, lest I flog you, and chase the children out of my fields. Leave not one, not one, Mahout, as you prize your life."

(To be continued.)

Poverty—III

It was evening when Mahout sat by his wife's side before the door of their little cottage under the ancient twisted yet ever-giving olive tree. "Mara," said Mahout, "I could not drive forth all the children. They looked at me with their big soft eyes like does. What could I do? Could I beat them forth like dogs?" "Well do I know what you did," said Mara, as she lifted her old eyes to his, "You invited them into your own small field, Mahout." She sighed. "The years repeat themselves, my dear one. What shall we do for bread?" Mahout patted his wife's hand. "It was worth hunger," he said, "to see them munch the raw wheat and make golden gum of it. To-night and for many nights they will have crushed wheat baked into cakes in hot stones."

Again Al Sindhi was not satisfied. Calling his faithful servant he said: "Mahout, how many barrels of oil?" "Ten thousand," answered Mahout. "The gods are pleased with my master, for never have the trees yielded so freely, nor the oil run so full and golden out of the presses." "And did you see to it that the presses wrung the olive paste as dry as white bones?" asked Al Sindhi.

"The last pressing is poor oil," said Mahout. "It comes cloudy from the drains." "Worthless man," cried Al Sindhi, "I know your tricks. You have let the poor fill up their jars. What will become of me and mine in the hands of such a white-livered wretch as you?" "The children are weak," said Mahout. "They, only, come with jars. Behold, not one could carry off what his jar would hold." "Wretch!" cried the master. "Go forth at once and drive off these human flies that pester me. Break their jars upon the earth, but first pour back the oil into the press." Mahout and his wife again sat under the olive tree. "Never have I seen such oil," said he. "The very heavens delight in showering favors on our master, and yet he drives off the children and breaks their jars." "Ah, me," cried Mara, "What would a little oil matter to such as he?" "So said I to myself," answered Mahout, "so I gave each a little of our own share. Just a little, good Mara, for their bones' sake."

(To be continued.)

Poverty—IV

When the days of the harvest moon were over, again Al Sindhi was not satisfied, so calling his faithful servant he said: "Mahout, what have the bees done for me?" "Ten thousand pounds, I venture," said Mahout, "of clear, golden honey. The very heavens have smiled upon the wings of your servant bees. From far and near have they gathered wealth for you. Behold, my master, I have seen your bees laboring among the very blossoms of the poor, filching the golden nectar out of sweet peas climbing over windows where widows wept. I have heard them humming happily even in the gardens where children sat and cried for lack of food." "It is well. I commend my bees. They tend to their master's business well," said Al Sindhi. "Since I know you so well, Mahout, I warn you lest you give even a pound of my good honey to the wretches who besiege my hives. In case the children worry you upset a hive among them. My bees will drive them off."

"Mara," said Mahout, as the two sat

that evening under the twisted olive tree, "I have seen the master's bees five leagues away in this flowering valley. He has drawn his honey from the very gardens before the lepers' caves, and yet he refuses so much as one pound of his golden store to those who hunger for it." "It is not for us to question the strange ways of Al Sindhi," said Mara. "He is what he is, the wealthiest man in this whole land, and it is an honor to work for him." "The powers that control the harvest love him, that is sure," said Mahout, "for all things prosper under his hand;—as for us, dear wife, we are very poor and shall be poorer, I fear, before the spring breaks again."

(To be continued.)

Poverty—V

When the harvest was finished Al Sindhi again called his servant to him. "Mahout," he said, "this will be a hard year. The crops have failed in many places. The summer has been good to us, however, which shows that we are right in all we do. Tell me now, how many bushels of wheat have we?" "Lacking fifty," said Mahout, "a straight ten thousand. "Lacking fifty, you say? I do not like lacks. Fill up the fifty from your own share. You and your old woman eat lightly because you have no sound teeth." Mahout bowed to hide the look of terror in his eyes. "And of oil," asked Al Sindhi. "How many vessels?" Mahout trembled. "Lacking six, master, a clean thousand." "Again lacking," cried Al Sindhi. "Fill up the six from your own share. You would but give it to the lepers who bring their rags down to our gates." Again Mahout bowed, but could not hold back the groan that passed his lips. "You groan," said Al Sindhi. "Is it then so hard for you to part with six vessels of oil? You who invite the beggars into the field and fill up their jars with a last pressing? You did not groan then, Mahout, but now you groan. See how ridiculous you are!" Mahout said nothing, but went his way and obeyed the orders of Al Sindhi.

"We shall starve," said Mara when he wept and told her. "This comes of giving to the poor." "What I have given I have given," said Mahout. "I would not drag back one mouthful from those who have eaten. We shall but starve with the rest, for Al Sindhi says that death reaches out to overtake the people of this land." Al Sindhi was never wrong in matters of prophecy. The crops had failed and death reached forth its bony fingers into the homes, snuffing out the bright flames of life here and there as one would snuff out candles. Al Sindhi heard reports of the famine three times each day. "Not yet, not yet," he would say to Mahout. "Tomorrow, perhaps, we shall sell, there will be a better price. Even today the people offered twice what they offered yesterday," but Mahout, trembling with the terror of it and the lack of food, would jingle the keys of the granary and say low, unheard prayers.

(To be continued next week.)

True Worth

By Alice Cary (1820-1871)

True worth is in being, not seeming,
In doing each day that goes by
Some little good—not dreaming
Of great things to do by-and-by.
For whatever men say in their blindness,
And spite of the fancies of youth,
There's nothing so kingly as kindness,
And nothing so royal as truth.

We get back our mete as we measure,
We cannot do wrong and feel right,
Nor can we give pain and gain pleasure,
For justice avenges each slight,
The air for the wing of the sparrow,
The bush for the robin and wren,
But always the path that is narrow
And straight for the children of men.

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5 NOTABLE TEXTBOOK ADOPTIONS IN 1928

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EDUCATION IN ACTION

One Teacher In Five Quits

One teacher in every five who leaves the school system of New York State does so to take a better position, according to a critical study of the causes of the high turnover of teachers in 125 communities of New York State made by Professor Willard Elsbree, of the department of education, Teachers College, Columbia University. New York State loses many of its best teachers for an average of $200 increase in a year's salary, the report says. The smaller communities suffer most, for the large city proves a lure for the better teachers. An increase of a few hundred dollars a year will draw many teachers from the ranks. Professor Elsbree took a year to make a thorough study of causes of teacher turnover. Buffalo and New York City were excluded from the survey.

Model Kitchen In Every School

As a step in carrying out its aim—a well equipped home in every school—the New York State Department of Education is co-operating with Mrs. Charles E. Gregory, director of the Home-Making Centre to be established in Grand Central Palace by the New York State Federation of Women's Clubs January 31. More than a million school children will view the exhibits and attend the lectures in small groups from time to time. The Home-Making Centre will contain all the factors of an ideal home as it is conceived by foremost specialists in the United States. Food and drugs and all materials suggested in the centre first will be approved by Bureaus of Standards and by the American Medical Association. Home-making is a standard subject in New York high school for which regents' credits are given. Nineteen new home-making departments were opened in public schools last September, according to Miss Marian Van Liew, chief of the State Bureau of Home Economics Education. "I regret that we do not have ideal kitchens in all our schools," Miss Van Liew said. "For twenty-five years some of our schools have used equipment totally foreign to the home. We have taught children to cook on desks, individual gas-burners and to use sinks with gooseneck faucets." Miss Van Liew is devising means whereby every principal and teacher of home-making in public schools will visit the Home-Making Centre. "After educators have seen and actually demonstrated for themselves the household articles that are the very best that can be had," she said, "I believe that the supplies salesman will have difficulty selling antiquated equipment to our schools. When a principal knows what is standard and how wisely to buy such articles he will certainly buy them."

Golf Course Care Now Enters College

The growing demand for more and better golf courses has influenced the authorities in the New Jersey College of Agriculture, Rutgers University, to offer a short course in turf management for greenskeepers and others interested in that subject. Scheduled to begin on February 25 and continue for one week, the course is to be given for the first time in response to an insistent demand from greenkeepers, superintendents of public parks and large estates. Among the subjects to be studied in this intensive course are soil types and plant growth, natural and artificial drainage, commercial fertilizers, soil micro-organisms and plant nutrition, compost materials and composting, seeds of turf plants and seed testing, weeds and their control, starting new turf and various other phases of the subject.

Education Available On Installment Plan

Well rounded education can now be obtained on the installment plan. The Bureau of Education has found that in 282 colleges and universities there are funds totaling nearly $4,000,000 for loans annually to students. These loans generally are paid back to the funds in a specified time after graduation. Aside from institutional resources there are many independent agencies which give financial assistance to college boys and girls.

College Athletics Defined by Tigert

Dr. John J. Tigert, president of the University of Florida, whose views on college athletics are widely approved, is of the opinion that intramural athletics, which provide exercise and recreation for more than seventy-five per cent. of a student body, are not fully appreciated by many institutions. In a booklet issued by the University of Florida's intramural department, Dr. Tigert expresses himself in the foreword, in which he writes: "The importance of intramural athletic activity is rarely appreciated among our colleges and universities. Intercollegiate sports attract so much more of the public interest and fill so much more of the space in the daily columns that citizens often fail to appreciate that this program involves a comparatively small number of students who are highly proficient in the various realms of sport. Through the intramural program every student can be reached. Mass games are carried forward with a view to provide recreation for all. Here we magnify the many without disrespect to the few who participate in the big games."

Fascist Textbooks Being Prepared

The Fascist Cabinet recently approved a bill laying down the rule for the compilation of new uniform textbooks for use in the elementary schools. The object of this scholastic reform was stated to consist in "providing an instrument suitable for the molding of the mind of the new generation of Italians." The government commission supervising this compilation is led by Guiseppe Belluzzo, the Minister of Public Instruction, and at the first meeting he made a short statement sketching the lines upon which the new textbooks should be prepared, insuring a strict Fascist education. In a general way they should educate pupils of both sexes "in the

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new atmosphere created by Fascism, mold their conscience in such a way as to enable them to understand the duties of the Fascist citizen, and know what Italy stood for in history, in literature, in arts and in science, as well as what she may perform in the future." Signor Belluzzo said the textbooks should contain an account of events which have left their trace on history or shown marked Italian influence. The reading lessons should be chosen from the writings of Fascists or precursors of Fascism, and chronicle "the feats of heroes, great artists, writers, poets, men of learning, inventors, discoverers and seamen of Italy, as well as of the great statesmen produced by Italy." The textbooks must further "educate and cultivate the pupil's will." In conclusion, the minister informed the commission that each textbook, prior to its publication, will be personally examined and eventually revised by Signor Mussolini. It is expected to have the new textbooks ready for distribution on April 21, 1930.

Harvard Abolishes Fall Examinations

Abolishment of fall entrance examinations at Harvard University has been voted by the governing boards of the university together with recommendations that all applicants show "high academic distinction" in their examinations of the previous June. The measure takes effect in 1930. Henry Pennypacker, chairman of the committee on admissions, gave as reasons for these steps that men admitted to the university in the fall often show unsatisfactory records. Much confusion results from the admission of men just before the opening of the academic year. The quota of 1,000 admitted annually has been exceeded each year, and fall examinations are no longer needed to fill this quota.

Would Dignify Hitch-Hiking

There came a time, it seems, when that very modern activity known as hitch-hiking, while it remained highly necessary at times, fell into disrepute because of a certain tendency among the less fastidious of its exponents to lower the standards of its conduct. Now come three Boston University students, feeling that its respectability, nay dignity, can be rehabilitated and who have therefore drawn up a list of regulations which they intend to follow and which they hope others, in need of the obvious benefits of the practice, will follow also. The three students are Alexander Chandler and Russell Bailey of St. Johnsbury, Vt., and Robert Harrison of Indianapolis. They are always ready to repay transportation with conversational entertainment or with actual help should the car break down. The boys have agreed that the hitch-hiker worthy the name should look neat and clean. He should give every sign that if no motorist is good enough to pick him up, he is going to get there on his two feet just the same. They believe hitch-hikers should have some especial quality of cheerfulness. The hitch-hiker should so behave that the motorist drawing alongside will be impressed with the dignity and bearing and general attractiveness of his guest. Hitch-hikers are asked to substitute for "thumbing" a bright smile, accompanied with a gesture of cheerfully waving arms and the like, anything to lop off the tincture of "professionalism." Hitch-hikers are solemnly warned not to try to catch every car that goes by. The boys believe that, if this code is generally adopted, the whole character of hitch-hiking will be elevated and the element of interstate good will be served as well.

Follow Vocation Learned in School

Ninety out of 105 young men actually following the occupations for which they were trained, some after as much as eleven years out of school, is the evidence offered by Andrew Roswall of the Boston Trade School that vocational education actually does educate for vocations. By a great deal of effort and searching, Mr. Roswall, who is an instructor in carpentry, has located all but thirty of the 135 boys who have graduated from the Boston Trade School course in cabinet-making and carpentry since 1916. Only twelve, he found, are in lines of work not related to that for which they were trained. Among the ninety who are applying what they learned in some branch of woodworking, the list shows three general contractors, three owners of business, two woodworking teachers, two cabinetmakers, seven contractors and builders, one superintendent of construction, one architect, three structural engineers, one purchasing agent for a builder, twenty-five carpenters, nine painters, six furniture makers, two patternmakers and one plasterer.

Palo Alto Boy Wins Durant Prize

Fellow-townsmen of Malcolm D. Almack, who won the $5,000 school prize in the Durant award for the best essays on prohibition enforcement, are almost as proud of him as they are of that other famous Palo Altan, Herbert Hoover. The boy who brings to his school $4,000 and to himself $1,000 is only fifteen years old. He is the son of Professor John C. Almack of Stanford University. He is a junior in Palo Alto High School, and was born in Rockford, Wash. His essay outlines three main methods of making prohibition a success. The first is to teach the public more than the law. The second is to teach more respect for the law, laying stress on the element of sportsmanship which he says appeals to the American people. The third is to bring about better enforcement, mainly through a more scientific selection of enforcement agents. Malcolm said he would save the $1,000. High schools of Pawhuska, Okla., and Springfield, Mo., also ranked high in the final standing.

Classic Derivatives In Our Language

Nearly seventy-five per cent. of all the words we use in conversation are derived either from Latin or Greek; more than sixty per cent. are Latin and about twelve per cent. are Greek, declares Professor Ralph V. D. Magoffin, head of the department of classics, New York University. The Declaration of Independence begins: "When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth the separate and equal station to which

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the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation." The honorary president of the American Classical League, Dean West of Princeton, printed it so in a pamphlet for the use of teachers of Latin. The pupils then read it first as it stands, and then read it a second time, using the word "blank" whenever the word in the Declaration was a Latin derivative. It then went: "When in the blank of blank blank it becomes blank for one blank to blank the blank bands which have blank them with another and to blank among the blank of the earth the blank and blank blank to which the laws of blank and of blank God blank them, a blank blank to the blank of mankind blank that they should blank the blank which blank them to the blank." These examples, asserts Professor Magoffin, would seem to be enough to show that the languages of the classic peoples are the basis of our own tongue.

Fights Bible In Schools

In a letter addressed to William J. O'Shea, superintendent of the schools of New York City, Joseph Lewis, president of the Freethinkers of America, demanded that the practice of reading selections from the Bible and singing religious hymns in the public schools be discontinued. He asserts that unless it is stopped he will file a taxpayer's suit "to enjoin this illegal practice." "It is generally known that the practice prevails in the public schools of this city," the letter stated, "of opening the sessions by reading selections from a book commonly known as 'The Bible,' together with the singing of religious hymns and similar exercises of a religious character. I have, myself, personally visited several schools and verified this fact. I am advised that such reading of 'The Bible' and singing of religious hymns constitute sectarian religious instruction within the prohibition of the Constitution and Laws of the State of New York and the Charter of the City of New York, and that it is a waste of public money." Commenting on the letter, Dr. O'Shea said only psalms that everybody believes in are read in the schools. He noted that Congress is opened with prayer and that God is recognized in every proclamation issued by the President and in every court. Bible reading, he pointed out, has been carried out in the public schools for generations. "We have many men who don't believe in God," he concluded, "and we don't pay any attention to them. We are not going to trouble ourselves with Mr. Lewis."

TREND OF THE TIMES

SNOW PLOWS will keep open and free from snow during the present winter more than 122,000 miles, nearly fifty per cent. of the main arteries of vehicular travel in the thirty-six states in the snow belt, the American Automobile Association announced. Each $100 spent in snow removal yields $1,000 in more efficient transportation and business continuity, it is estimated. The A. A. A. believes that the $5,425,000 expended for this year's extensive program will mean a saving of ten times that much in economic benefits.

NEW REVOLUTION that is going on throughout Central America is economic and so strong and irrevocable in its force and impact that it is sweeping away all the litter of previous military-politico—mostly military—control. Guatemala to Panama the current is strong and rising. Its agencies are American automobiles, "movies," chewing gum, clothing, railroads, pencils, even Yankee colloquialisms. The press of the country is full of the United States, baseball, football, elections, stocks, bonds, governmental delinquencies and police affairs.

AMERICANS' capital interests in foreign countries, now approximately $15,000,000,000, have increased rather than decreased domestic employment, according to Dr. George W. Edwards, dean of the School of Business and Civic Administration of the College of the City of New York. He declared that loans really go out in the form not of gold, but of goods which must be manufactured. In this way they actually increase employment, he said.

SOVIET RUSSIA has passed the United States in the number of divorces. While in 1925 there were 175,500 divorces in the United States, hitherto the undisputed paradise of the marriage-weary, Professor Julius Wolf estimates the yearly number of divorces in Soviet Russia now at 250,000. Professor Wolf bases his theory upon a number of factors chief of which are the statistics for large cities, such as Moscow and Leningrad.

DOPE PEDDLING and addiction are steadily decreasing in New York and in other large cities of the United States, according to Federal officials. This assertion was made in the face of the recent reports from the League of Nations that drug smuggling over the world as a whole has so increased as to "hamper and even nullify the efforts of the governments concerned to control it."

BIG ADVANCES, according to the American Chemical Society in a summary of outstanding achievements in chemical and allied fields, were made in chemistry during 1928. New laboratories were established in industry, many old laboratories were improved, and fundamental research as a distinct department, to be maintained regardless of business conditions, had been inaugurated. Arrangement of atoms in abietic acid was discovered, new dye process was found and progress was made in the research for natural silk protein.

GREATEST GOLD HUNT in the history of the world now is in progress. It is not being conducted by picturesque prospectors equipped with pick and grubstake and hope, but by the geological departments of governments. With populous India and China now to adopt that precious metal as monetary standard, geologists fear supply is inadequate. The International Geological Congress, meeting biennially, will convene next August in Johannesburg, Union of South Africa, and the subject for discussion will be gold.

ANTI-ALCOHOL exhibition in Berlin displayed some statistics from which the interesting comparison was to be gleaned that while the Dawes payments for 1925-26 amounted to 1,200,000,000 marks, the cost of alcohol consumed in Germany during the same year was 4,123,000,000 marks. Other statistics placed an estimated immediate loss to the country's business at 1,000,000,000 marks.

MANUFACTURING industries in the United States, with very few exceptions, are in a stronger position, and are operating on more active schedules than a year ago, according to a recent analysis. Both number of men employed and payroll totals are showing good gains over the same period last year. In comparison with a year ago, several important industries are showing remarkable gains.

SUMMARY EXECUTIONS have been abolished in Mexico by order of President Emilio Gil. He announced that respect for human life would be strictly enforced and that even persons apprehended in open rebellion against the government would not be put to death summarily, but turned over to the authorities for formal trial.

The BOOK TABLE

COMMERCIAL AND INDUSTRIAL GEOGRAPHY. By Albert Galloway Keller and Avard Longley Bishop, both of Yale University. Cloth. Profusely illustrated. 356 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Yale University has no one on its faculty who fails to be vitally scientific and alluringly interesting in the presentation of information, and this text on commercial and industrial geography has these professors at their best in both of these regards.

The book is printed in 1928, so that the facts are up-to-date, and their interpretation is in line with the latest economic results scientifically accepted.

The illustrations are a textbook of themselves. They are new in conception and the latest in artistic production.

TRADITIONAL EXAMINATIONS AND NEW-TYPE TESTS. By C. W. Odell, Ph. D., assistant director of the Bureau of Educational Research, University of Illinois. The Century Educational Series. New York and London: The Century Company.

The title of this book is suggestive of its special value. It has been a serious fault with some of the champions of the "New-Type Tests"—which is a happy characterization of the modern tests and measurements—that they assume that they can make no mistakes, and that traditional examinations had no virtue. Dr. Odell is honesty raised to the nth power in dealing with Traditional Examinations and the New Type Tests. We venture a bit of a detour to say that we are of the opinion that this is an established habit at Urbana since Dr. Chadsey has sat in the seat of professional power professionally at the Illinois University.

The term "guessing" applied to Traditional Examinations is a bit hypercritical. They promoted *estimating*, which has many virtues not attained in measuring. A moron can measure, but he cannot estimate. In the schools of our childhood, in the days of our teaching, in the normal schools of fifty or sixty years ago children did learn to estimate skilfully. This was true of distances, heights, areas, quantities and weights in a way that few children do today.

Mark Hopkins' estimate of a student was vastly more important than any measurement can be. We have had an opportunity to check up on Albert G. Boyden's estimate of several hundred students, and scarcely a student failed to measure up or down to his estimate.

The seventy-year limit is retiring some men and women whose estimates have demonstrated a reliability not likely to be equaled by the evaluation of some of their young successors.

This is nothing against "New-Type Tests," but they should not allow measurement to go alone without honest estimate based on the result of New-Type Tests.

Dr. Odell's "Traditional Examinations and New-Type Tests" is supremely skilful and conspicuously honest in its appreciation of what is valuable in the New-Type Tests without failing to be equally skilful and honest in estimating the virtue in traditional examinations.

We sincerely hope that every teacher in service and every student preparing to teach will use this book as a ballast when he studies the "Tests and Measurements" of ardent enthusiasts of the day.

THE CHILD'S RELIGION. A Study of the Development of the Religious Sentiment. By Pierre Bovet. Translated from the French by George Green. New York City: E. P. Dutton and Company, Inc.

In this book the author traces the evolution of the religious instinct in the child. The book is reverent without being sentimental, and reasonable without being too rationalistic. It is valuable for parents and educators who would develop the religious instinct of the child without clouding it with irrelevant supernaturalisms.

A BOOK OF STUNTS. By Martin Rodgers, New York State Training School for Teachers, Jamaica. With an introduction by Jesse Feiring Williams, M. D., Teachers College, New York. Cloth. Illustrated. 510 pages. New York: The Macmillan Company.

Jesse Feiring Williams is a better judge of the value of a book of this kind than we are, and he says that acceptable stunts should tend to develop personal growth; that there are physical activities that are as reliable and universal in the achievement of results as the rotations of the earth. To test oneself in physical ways is worth while, not particularly for the result in skill acquired, but for the process through which one gains that skill. There is in this a certain kind of intellectual respectability. If school men once understand this fact, physical education will more completely function in the education of boys and girls.

"A Handbook of Stunts" presents material that is acceptable not only for professional programs, but also to boys and girls. The content of physical education programs sometimes is so impoverished, so lacking in vitality and spontaneity, and so dull or so domineering, that there is no suggestion of play therein.

CHILDREN IN THE NURSERY SCHOOL. By Harriet M. Johnson. Cloth. Illustrated. 225 pages. New York: The John Day Company.

This is an intimate account of the eight years' demonstration of the first well-established nursery school, with expert leadership and adequate financial support which was assured by the Bureau of Educational Experiments, one of the most sane, progressive organizations in the country. It never lacks for funds, which does not prevent a charge of $50 a month, though that would not exclude a child if otherwise desirable.

No children are accepted or retained unless the parents have a genuine, cooperative interest. It is never used by parents as a parking place for children of the first three years whose parents are thereby relieved. We know of no other equally scientific study of children of these years, not as a study to demonstrate a pet psychological theory, but an honest, scholarly, devoted study of each child from every physical, emotional, and mental angle.

Consequently Harriet M. Johnson's "Children in the Nursery" is by far the most valuable study of these years that has been published.

THE SWORDS OF THE VIKINGS. By Julia Davis Adams. Illustrated by Suzanne Lassen. Cloth. New York: E. P. Dutton and Company.

These stirring tales are translated directly from the Danish Saxo Grammaticus by the author, who lived in Denmark several years, and had unusual opportunities for studying the language and the life of the country. The stories are real source material, vital and translated almost literally and with skilful editing for children. They give a picture of Viking days in a way that appeals to boys and girls. The unusual illustrations were done in Denmark by a Danish artist.

THE HISTORY HOUR: SUGGESTIONS FOR TEACHING UNITED STATES HISTORY. By F. W. Jackson, superintendent, Madison, New Hampshire. Cloth. 88 pages. Published by the author.

The author presents in this small book in attractive type a lesson in American history illustrating clearly an application of "The Five Steps of Teaching," Preparation, Presentation, Assimilation, Organization and Recitation. We are unable to give any suggestion of the way in which the author emphasizes each of these five steps by specific study of fifteen main topics which take the child through Discovery, Colonization, Struggle for Control, Revolution, Creating the Constitution, International Disputes, Political Parties, Territorial Expansion, Westward Growth, Industrial and Commercial Growth, Slavery and Civil War, Reconstruction, the World War, World Reconstruction, and Good Government.

We have seen no other attempt to do so much, so clearly, in as few words, and as many references according to a definite system in eighty-eight pages.

EXTRA CLASSROOM ACTIVITIES. By Riverda H. Jordan, Cornell University. Cloth. 300 pages. New York: Thomas Y. Crowell Company.

"Extra-Classroom Activities" is vastly better than the popular term "Extra-Curricular." This term would have been clearly understood by any one at any time, any where, in this country, and it is unfortunate to needlessly use a term with which any voter has not always been familiar if it is possible to use a familiar term. This book is as democratic and as human in every chapter as is the title.

The author points out, in this informing book, how education has expanded, and how increasingly important these new activities have come to be regarded. Since such activities are now an essential part of every school a book such as this is indispensable. It treats each activity from the point of view of the elementary school, the junior and the senior high schools, considering them as making a unified program, and articulating the activities for the entire twelve years. The author includes practical hints for the organization and conduct of these various forms of work. The broad position is taken that the pupil is thus directed not only toward his later college education, but also to the choice of his vocation or life work. The book covers subjects from a different viewpoint than in other existing textbooks, thus meeting a real need not otherwise met.

THE NATURE OF CONDUCT. By Percival M. Symonds, Teachers College, Columbia University. Cloth. 346 pages. New York: The Macmillan Company.

Professor Symonds has little respect for the intelligence of those who are emphasizing character education. He says they have no clear conception of just what skills, attitudes, ideals, or an appreciation is. Teachers know only in a dim way that as a result of a year's work some children acquire the desired skill, attitude or appreciation and others do not. He heroically attempts to clarify the situation by clearly defining terms whose definitions are more or less faulty.

A sample of Professor Symonds' close distinction in the use of terms is his elimination of the term "behavior" because it includes the growth of plants and all changes in animals, whether in viscera, glands or blood vessels, while "conduct" means that *overt behavior of a human being which involves an issue respecting himself, that issue making a difference in his satisfaction with life.*" The italics are his. "Modern psychology does not postulate a new element, a new substance—mind stuff—but considers the nervous system as the mechanism of behavior. There is no quarrel with the psycho-physical parallelists," etc.

This reference to the scope of this study of conduct as more vital than behavior is in no sense critical, for in all seriousness it indicates the scholastic heroism of the author, who keeps up this scientific discrimination for 327 pages, and as one reads on from chapter to chapter he becomes deeply impressed with the fact that conduct is infinitely more important than behavior and respects the author's conclusions, which are as practical as the multiplication table, as the following sentences clearly demonstrate:—

"Conduct is not given consideration until it annoys. . . . Conduct should be planned for in advance. It should never be neglected till it becomes a problem. . . . It is easier to go about systematically arranging for the proper and orderly development of habits than to wait until wrong habits have been formed. . . . Conduct must be anticipated if it is to be controlled. . . . School discipline must be anticipated in order that it be avoided. . . . A habit cannot be formed without regard to other habits. . . . Habits take root slowly."

PILOTS AND PATHFINDERS. By William L. Nida, San Diego, California, and Stella H. Nida. Cloth. Illustrated. 411 pages. New York: The Macmillan Company.

It is not often that a book deals with sixty-nine vital issues of 4,000 years, and the men and women who created or solved those scores of problems, and has the intelligence to be loyal to facts, the genius to make every paragraph fascinating to children, the mastery to retain the confidence of scholars, and the personality to give a thrill to every reader, but William L. and Stella H. Nida seem to have demonstrated all of these characteristics. Their book is safe everyway, as wholesome as it is captivating. We measured our words before we sent this appreciation to the printer.

YOUR GROWING CHILD. A Book of Talks to Parents on Life's Needs. By H. Addington Bruce. Cloth. 405 pages. New York and London: Funk and Wagnalls Company.

In this book the author has assembled many of the interesting and useful suggestions which he passes out to parents daily in daily papers in all American cities. His point of view has a personality entirely distinct from that of Angelo Patri or Arthur Dean. He has specialized on abnormal as well as normal psychology and emphasizes attention to the child in the home more than the school, and of the pre-school age especially. His suggestions appeal to class of mothers especially because of the friendly way in which he magnifies the opportunities and responsibilities of the family. He has an attitude of saving the family which he thinks the school neglects.

Books Received

"Algebra Review Exercises." By Josiah Bartlett, George W. Creelman, Cecil A. Ewing, Ernest E. Rich, George R. Wilson. Boston, Mass.: Ginn and Company.

"Hawaii and the Philippines." By Frank F. Bunker. Philadelphia, Pa.: J. B. Lippincott Company.

"Living Latin." By Claire C. Thursby and Gretchen D. Kyne. New York: The Macmillan Company.

"The Parent Teacher Association." By Julian E. Butterworth.—"Constructive Spelling." By Cornelia R. Trowbridge. New York: The Macmillan Company.

"Elementary Science by Grades." By E. C. Persing and E. K. Peeples.—"The High School Library." By Hannah Logasa. New York: D. Appleton and Company.

"Exercises and Tests." By D. Smith, W. Reeve and E. Morss. Boston: Ginn and Company.

"Human Behavior." By Walter S. Hunter. Chicago, Illinois: University of Chicago.

"New Methods in Primary Reading." By Arthur I. Gates. New York City: Teachers College, Columbia University.

"Short Course in Spherical Trigonometry." By Pauline Sperry. Richmond, Virginia: Johnson Publishing Company.

"In Fancy and Human Growth." By Arnold Gesell.—"Manual to Readings in Contemporary Literature." By Ernest Hanes and Martha Jane McCoy. New York City: The Macmillan Company.

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GRINS BETWEEN GRINDS

Not Very Well

First Collegian—"How do you like my new shirt, now that you've worn it all day?"

Second Ditto—"Oh, it's all right, but the cuffs don't take ink very well."

Fond of Them

She—"Do you like moving pictures?"

He—"Sure."

She—"That's great; I want you to bring a lot of them down from the attic."

All Depends

Pious Auntie—"Now, Chester, if your mother gave you a large apple and a small one, and told you to divide with your brother, which would you give him?"

Chester—"Do you mean my big brother or my little one?"—Life.

Well Read

Mother—"Now Jack had scarcely hid himself in the castle before a great voice boomed out: 'Fee, fi, fo, fum, I smell the blood of an Englishman.' And who do you suppose it was?"

The Kiddies (in chorus) — "The Mayor of Chicago."

It Stretches

"Now, children, call out some long words to me."

"Peculiarities."

"Good. Another."

"Idiosyncrasies."

"Yes—another."

"Rubber."

"That's not long enough."

"But you can stretch it."

The Other Alternative

Mandy—"Doan' yo' go bettin' on no hoss races."

Rastus—"But lissen, gal; does Ah win, Ah buys yo' a new ruby ring."

Mandy—"Yeh, an' does yo' lose; Ah buys me a new wash tub!"—Capper's Weekly.

Better Still

High School Graduate— "Will you pay me what I'm worth?"

Employer—"I'll do better than that. I'll give you a small salary to start."—Chicago Tribune.

A Biblical Name

"That's a very pretty little girl," said a traveler in the South to a woman in one of the small farm districts. "What's her name?"

"We christened her Pizzalum Civ, out of the Bible, sir."

"Pizzalum Civ?" echoed the traveler. "What a peculiar name! Whereabout in the Bible did you find that? I don't remember any such name in Scripture."

The woman entered the cabin and returned with a Bible. After turning a few pages she handed it to the stranger, pointing to a heading. Sure enough! There it was—Psalm CIV.—Boston Transcript.

Usually

"When do the leaves begin to turn?"

"The night before exams start."

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My Slice of Humanity

By ALICE E. DAY

The day is done, but with a television not dependent upon the radio, the aid of science or mechanics, I'm viewing the children of my schoolroom—my *multum in parvo*, a world in embryo, the stuff of which nations are made—and of such (as some of whom) is the Kingdom of Heaven.

It is the very best, almost the only time for getting really acquainted with the children. No more chance for concentrated, sequential contemplation during the school day than at a first-class comic film or vaudeville, so kaleidoscopic and unforeseen are the details of the day's program. Mine is the most variant, versatile, venturous and vital of all vocations. I am the director of a miniature world, not an absolute monarch, by any means.

Above the teachers are the principals, each with a different code of rules, and with her own method of enforcement. There are fifty-six in the grade schools of Omaha—just one less in number than Heinz fifty-seven varieties. Then there are supervisors-at-large, not real "members of the school family" since their contact with teacher and pupils is limited to a few minutes a year. A keen observer might form a fair estimate of *one* child in that time, but not of forty children from forty widely differing homes, and of ten different nationalities and lines of ancestry. Their province is to criticise constructively—or destructively—according to their breadth of soul and vision, to introduce new theories and methods, and to add new stunts to the curriculum. May the estimate of their efficiency and their consequent retention in office, never be based and dependent upon the amount of evil, probable, possible, or real, which they are able to unearth; but upon the good they find and develop, upon the wrongs they succeed in righting, and upon the inspiration they are able to give.

Tonight, as I look over my schoolroom of the day, there are no visitors present—just the children and their teacher. In the front seat at my left, sits Helen, aged seven, a bright, earnest, conscientious little girl with the sensitive, fine-grained nature that just cannot keep back the tears when she misses a word in spelling or falls below a 100 in arithmetic. Pat McGinty looks at her wonderingly, incredulously then smilingly, as he calls out to the teacher: "Helen is crying." Pat seldom misses fewer than nine words out of ten, and feels his superiority; for "None of these things move him." Olie Nelson thinks it's a way girls have, and swells with pride that he is a boy and utterly indifferent to the rise and fall of the intellectual barometer. He comes to school because his parents, the law and the truant officer all point that way, so he drifts with the tide, following the line of least resistance. Sometimes he feels the wrong and injustice of it all, when he is punished for conduct not according to Hoyle, but he rises above that feeling when "the mists have rolled away." Either he forgets or philosophically considers such injustice and misunderstanding only the common lot of defenseless boyhood.

In the back seat of the row next the window sits Alverne, the pampered, over-grown darling of a doting grandmother, who toils not, neither does he learn. When he reaches home, tearful over a fistic encounter with a boy half his size, his indignant mother dons hat and wrap, and hurries to interview the other boy's mother, or the teacher, to demand that her innocent, inoffensive offspring be protected from the world, the flesh and the devil.

To my mind come some lines read a score of years ago:—

"In thinking o'er the different ways a boy can find relief
To lighten up his load of care and overstock of grief,
There's only one, it seems to me, that fills the bill at all,
And that's to hasten to his maw and let her hear him bawl."

It is so natural for love to shield its own, but strong character, efficiency and reliability are not developed in a parlor car existence. What the boy needs is not coddling but encouragement and confidence to "go it alone."

I look up from a class in reading to see seven-year-old George of the non-reciting class turned squarely around, his face illuminated with glee as he faces, smilingly, little Marie in the seat behind him.. "What's the trouble, George?" I inquired. "Nothing," he answers truthfully, for there wasn't any trouble until I interfered. Marie had stood three candy grains of corn in a pyramid upon her desk and mischievous George, with pursed-up lips, had blown them over.

As I look into his dancing eyes I inwardly respond to his mood, but of course it is decidedly unconstitutional to "let George do it," so he must "go way back and sit down" in a vacant corner.

Half way down the next row sits a new transfer, Louis, promoted "on trial" to Second A, but whose state of utter "unpreparedness" calls for investigation. We find that he has already matriculated in four schools this first semester. No wonder his small brain has not been able to digest such a diet of mental hash, and that his ideas of school procedure and objectives are somewhat hazy. He seems to sit there wholly unconcerned, waiting for something to turn up. There is no expression of malice, just one of "innocuous desuetude" and "watchful waiting." His is a case for the specialist, lest his lethargy become chronic. It will require personal effort outside of regular hours to arouse his interest and imbue him with the joy of accomplishment.

It can be done if he remains with us long enough. That's a good sized *if*. Well, be his stay long or short, he shall have my best effort while he is mine to influence, for this little citizen is "one of the least of these."

"In the morning sow thy seed, and in the evening withhold not thine hand, for thou knowest not whether shall prosper, either this or that, or whether they both shall be alike good."

"It's bedtime," declares my pal, as she lays down Durant's "Story of Philosophy." I presume she is right. She usually is. So, heeding her admonition, I lay off my thinking cap and reluctantly bid the children good night with glad anticipation of the opportunities that will be mine on the morrow.—From Omaha School Forum.

"The Modern Man"

Hurry the baby as fast as you can,
Hurry him, worry him, make him a man.
Off with his baby clothes, get him in pants,
Feed him brain food and make him advance.
Hustle him, soon as he's able to walk,
Into a grammar school; cram him with talk.
Fill his poor head full of figures and facts,
Keep on a-jamming them in till it cracks.
Once boys grew up at a rational rate,
Now we develop a man while you wait.
Rush him through college, compel him to grab
Of every known subject, a dip and a dab.
Get him in business and after the cash,
All by the time he can grow a mustache.
Let him forget he was ever a boy.
Make gold his god and its jingle his joy.
Keep him a hustling and clear out of breath,
Until he wins—Nervous prostration and Death.

—The Health Bulletin, North Carolina State Board of Health.

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